ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/7/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED000705	8149	

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Keeton, Morris

5. TITLE OF DOCUMENT ABSTRACTED:
Antioch Restudied: Report on the Carnegie Study of the Antioch Educational Program, 1955 to 1960

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

9. PUBLISHER OR SOURCE
Antioch College

8. PLACE OF ORIGIN
ORG. Antioch College
ST.
CITY, STATE Yellow Springs, Ohio
TELE.
INST/LCC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
		60	21

MICROFILM COPY AVAILABLE
YES [X] NO [ ]

COPYRIGHT GRANTED
YES [ ] NO [X]

COPYRIGHT RELEASE FILED
YES [ ] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
self-study

16. INDEXING TERMS (6-12)

objectives	indep. study	school year	effectiveness	
gen. edu.	research	enrichment	undergraduate edu.	
programs	work-study progs.	acceleration		
		teaching methods		

17. ABSTRACT (MAX. 250 WORDS)

According to this review of major changes effected at Antioch 1955–60, the college instituted the changes for the two following reasons: A reexamination of ideals and circumstances disclosed the need for new emphasis on objectives, and the attempt to see each accepted objective through to its appropriate application stimulated the college to change its methods. As a result, since 1955 the college has instituted nine major changes, which include the adoption of a new general education program, the establishment of a program of education abroad, the undertaking of four controlled experiments and other ventures in independent study, an expansion of its program of continuing education, the inauguration of a policy of regular use of education research to improve the college and its service to higher education, a redefining of the function of the cooperative program and a reshaping of the administration of the program to this amended conception, the adoption of a calendar calling for full-year operations with four academic quarters (to begin in 1961–62), a redefining of terms under which abler students might enrich and accelerate their studies, and a renewal of efforts for the improvement of teaching.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

8149

ANTIOCH
RESTUDIED
1955-1965

THE CARNEGIE STUDY

OF THE ANTIOCH EDUCATIONAL PROGRAM

BY MORRIS KEETON

ED 029705

ANTIOCH COLLEGE

ANTIOCH RESTUDIED

REPORT ON THE CARNEGIE STUDY OF THE ANTIOCH EDUCATIONAL PROGRAM 1955 TO 1960

BY MORRIS KEETON, CHAIRMAN, EDUCATIONAL POLICY COMMITTEE

ANTIOCH COLLEGE AUGUST, 1960

FOREWORD

In September, 1955, President Samuel Gould proposed a comprehensive restudy of the educational program of Antioch College. Vice-President W. Boyd Alexander was chairman of the Educational Policy Committee as it worked out the methods that should characterize the study: major engagement of teaching faculty leadership, use of projects and studies to test policy and program decisions as they were made, and extensive involvement of students, faculty, and administrators in the consultations leading to decisions. In January, 1956, a Carnegie Corporation grant gave life to those methods. It provided for a three-year endeavor in policy and program development (now complete) and for five years in which to set up pilot projects and make studies of the educational program (to be completed in 1961).

This study comes to a close under the administration of President James P. Dixon. From both presidents the Educational Policy Committee has had a mandate to question freely and the assurance of vigorous administrative support. President Gould gave particular encouragement to planning for education abroad and for continuing education. President Dixon has pressed for the reorganization of Antioch's co-operative program of work and study and for full operation of the College through a four-quarter year. This continuity of administrative interest and support assures us that the directions adopted during the study will not be allowed to lapse with its close.

This account of achievements is not meant to suggest that they might not have come about in other ways, nor even that they are the achievements of the committee conducting the study. On the contrary, breadth of community participation and co-ordinate efforts by other College agencies have characterized the entire period of this study.

I. WHY CHANGE?

OUTCOMES OF THE CARNEGIE STUDY

Why change a successful college?

The Carnegie Study offered a twofold reason for changes in Antioch College: First, a re-examination of our ideals and circumstances disclosed the need for new emphases in our objectives. Second, the attempt to see each accepted objective through to its appropriate application has stimulated us to change our methods. In response to these needs, the College has, since 1955:

1. Adopted a new general education program, developed and adapted courses and a General Education Syllabus for it, and defined policies governing the fields of

concentration that we also deem essential to a liberal education, and encouraged the development of syllabi for programs of concentration.

2. Established a program of education abroad, study centers abroad, an Office of Antioch Education Abroad, and a program of Non-Western studies on campus.
3. Engaged in four controlled experiments and other ventures in independent study.
4. Expanded its program of continuing education.
5. Inaugurated a policy of regular use of educational research to improve the College and its service to higher education, and established an Office of Educational Research.
6. Redefined the functions of the co-operative program and began to adapt the administration and activities of the program to this amended conception.
7. Adopted a calendar calling for full-year operations with four academic quarters, to begin 1961-62, allowing admission of 25 per cent more students, and permitting other educational innovations and administrative advantages.
8. Redefined the terms under which abler students might enrich and accelerate their studies.
9. Renewed efforts for the improvement of teaching through teaching workshops, grants for projects by individual teachers, redefinition of faculty load policy, and improvement of library.

Changes in educational philosophy are implicit in some of these changes of emphasis, method, and organization. The implications pertain to our conception of the functions of teachers, the ways we can best individualize opportunities to serve the needs of particular students, and the functions of Antioch College in its community.

The Carnegie Study has not been all change. Many measures were adopted during the past five years as implications of Antioch's original educational philosophy for current conditions. The study has also disclosed many established practices and policies that require only support and encouragement—for example, Antioch's attempt to educate the whole man, its high proportion of general education to total degree requirements, its co-operative plan, its emphasis upon student participation in college government, its determination to maintain high standards in selecting students, and its philosophy that the best professional education is one with a broad base of knowledge, theory, and experience.

It is not difficult within a span of five years to engineer many changes that amount to little educationally, changes that may or may not endure. It is difficult to know what small change eventually may have a profound educational impact, and what apparently large change may be of quite minor consequence. The seriousness and permanence of the work of this study may be sensed in the controversies and adjustments entailed in the changes made, in the degree of consent with which the changes were inaugurated, and in the degree of institutionalization since given them by administrative officers. In this summary, only the changes that pass these tests have been assessed as likely to be significant and lasting. Some changes are not intended to remain, but are intended to be matters of application which will need adjustment. The directions of major change undertaken, however, are expected to persist,

and we hope that their counterparts will be found in other colleges and universities in the course of time. These developments will now be reviewed.

II. THE WHOLE MAN

ANTIOCH'S DESIGN FOR LIBERAL EDUCATION

The notion that Antioch can educate the whole man has been more sharply debated during this study than at any other time in the past fifteen years. Still the decision is, as before, to try, and, in trying, to devote some 50 per cent of our formal degree requirements to the non-specialist, non-vocational aspects of the student's education. Reflection upon, engagement in, and preparation for the life of citizenship, family membership, and personal fulfillment are entailed in what is here called general education. The study of great books and traditions, the survey of current human knowledge, and the broadening and deepening of students' interests and appreciations are all regarded as legitimate components to be duly emphasized in this task, but no one of them by itself is taken as the whole endeavor.

In 1955-1957 the Antioch faculty made a thorough restudy of the general education program and adopted the first major changes in its conception and design since 1921. The major principles involved in the new program, which went into effect in the fall of 1957, were these:

1. Stricter provision should be made for general education and field of concentration to flow side by side.

2. General education should proceed from introductory and elementary studies into advanced studies, and the concern for breadth of learning must be complemented with emphasis upon depth.

3. The education sought here called for skills, methodologies, and attitudes as well as facts and organizing concepts.

4. Our program should have sufficient variety and choice to capitalize upon the interests of students and upon the interests and special competencies of faculty.

5. Early diagnosis of a student's abilities and achievements should be provided; his achievements on the objectives of the general education program should then be recognized (up to 30 quarter credits in general education may, on the basis of examination, be recognized as earned outside of courses); each student should be stimulated to work to his capacity, not repeating needlessly work he has already done; moreover, there should be some general faculty control over minimum standards. (Achievement examinations, already in use, were continued and revised with a view to meeting these three purposes.)

6. General faculty control and continued effort to clarify the functions of general education offerings should be assured. (A standing faculty committee on general education was established.)

7. There should be renewed stress upon the integrative function of general education courses, which, though they need not be interdisciplinary in primary content, should "relate facts through principles with wide-ranging implications and sensitize students to the interrelatedness of things and to the values of methods and perspectives of different disciplines." To help meet these purposes, the faculty developed (1957-58) and revised (1958-59) a *Syllabus for Students' Programs of General Education.*

In application of these principles the faculty created three levels of general education courses (Level I primarily for first- and second-year students, Level II for second-year to pre-senior students, and Level III for seniors only). New senior integrating courses, interdisciplinary in purpose and personnel, were developed for Level III. The faculty provided that at each level and in each area (physical sciences, social sciences, and humanities) a student should have at least three choices of courses by which he met each requirement. At Levels I and II new courses have thus been introduced, and several already effective courses were adapted to the new context. A student must earn 10 quarter credits in each of the three areas at both Level I and Level II. These arrangements supplant the earlier plan of general education in which introductory courses were required in fourteen disciplines (in some cases more than one option was allowed in the discipline), with a terminal integrating examination and a senior paper culminating the experience.

The senior paper was reluctantly abandoned by the faculty. It had called for a student to review his career at Antioch, assess himself and his achievements here, and indicate his post-Antioch plans. The paper demanded both an effort at self-understanding, an attempted analysis and defense of the individual's values, and a critique of the College. In the new program these aims are to be served in other ways, primarily through the senior integrating seminars and partially by studies conducted by the Office of Educational Research.

The course requirements of the general education program at Antioch are not all of it. It is commonly called a three-legged stool, with an academic leg, an extramural one (work, foreign experience, etc.), and a community living one. Each of these three environments is regarded as a medium of education. In this study the use of each of these was reviewed, as will be further reported.

Why has the Antioch faculty adopted such complex and varied arrangements for its students' education? If a rationale for a whole faculty's action may properly be ventured at all, I think it may be this: Both the development of the potentialities of students and service to society through education concern us. We must therefore heed the many considerations relevant to those concerns: the nature of the modern world, which poses new problems and opportunities; the dynamics of learning, which suggest methods still but meagerly explored; the particular selection of students we serve, whose motivations we must enlist and whose capacities we must discover and cultivate;

the resources we have in faculty and environments; and the heritage that we must be able to define and apply in a meaningful way if we would see it grasped and appreciated. The interplay of these factors, with all the unknowns that they involve, calls not for simple nostrums in higher education, but for constantly renewed efforts to improve the varied means by which we facilitate growth and learning in our students.

Liberal education, however, is more than education simply for tasks and opportunities shared by non-specialists. Students whose intellectual abilities place them high among those who enter college should have the experience of the rigor, focus, and depth of penetration possible only if major effort is given to a particular field of concentration. During the Carnegie Study, the policies governing fields of concentration at Antioch were reviewed and defined in writing. One field of concentration was eliminated (physical education; home economics had been dropped a year earlier), others were newly defined (notably in the creative arts), and several departments revised their requirements and developed field syllabi as guides to their students. This work continues as efforts are made to clarify the uses of the extramural program and studies abroad for particular fields of concentration. In the Engineering Department a new program of concentration in engineering science was introduced in 1958 and gained accreditation from the Engineers' Council for Professional Development. Finally, the faculty adopted in 1958 a new definition of the functions of the senior year in fields of concentration, and provided for a pre-senior check on plans for the final year.

III. EXTENDING THE EDUCATIONAL ENVIRONMENT

THE EXTRAMURAL (CO-OPERATIVE) PROGRAM

The primary declared objective of the co-operative program at Antioch has been, since its inception, education. The review of that program in 1956-58 reaffirmed this intent in the strongest terms. The same resolution emerged from the effort in 1959-60 to reconsider the co-operative program with weight upon the commitments faculty members and students were ready to make. Nevertheless, there have been changes of conception and of operations in this program that have far-reaching implications. They can be most sharply seen through a look at the history of the program.

The co-operative program was initially conceived primarily in terms of the alternation of work and study. Today we think of it increasingly as the alternation of campus studies and off-campus educational experiences. The latter may include foreign experience (work, study, or travel), uncompensated service projects (work camps, internships in community service), a period of independent writing or study (including a senior independent study period),

an assignment in a research institution (paid or unpaid), a period in a specialized technical school (arts school, medical technology school), or any other experience approved in advance by the appropriate faculty as an appropriate medium for complementing the student's learning opportunities on campus. Work for pay continues to predominate among off-campus experiences; but the term "extramural" is again used in the name of the department arranging these experiences. The term "extramural studies" goes back in Antioch history to the 1920's, and consideration of the educational uses of many non-remunerative off-campus arrangements was intensified during the depression.

There was probably in the Antioch of the 1920's a greater interest in the alternation of the work of the hands with the work of the head than today. The present emphasis is rather the alternation of immediate experience of the everyday world, its subcultures, its varied institutions and roles, with the experience of reflection and theorizing about that world. (Then as now, however, the bulk of jobs was white collar.) In the 1920's students typically achieved a start in their vocations by graduation time and often returned to a co-op employer; today over 50 per cent of senior men and over 30 per cent of senior women go on to graduate school, and fewer return to former employers immediately upon graduation. In the 1920's the "earn while you learn" concern played a somewhat different part than today. Today earning is desired in order to avoid large borrowing, to attend the college of his choice, and to reach graduate school out of debt. In the 1920's to earn was more likely to be a *sine qua non* of getting a college education at all. Today the College continues to minimize this purpose as a reason for having co-operative education, whereas the literature of the '20's gives the impression that the possibility was not simply a practical selling point (as it still is), but one in which pride was taken.

When the co-operative program was initiated, there was emphasis too upon the intrinsic value of the experience of work and upon the College's educational duty to teach students this value. Still unopposed as is this glorification and appreciation of work, which typifies American culture as contrasted with Asian and recent European cultures, there is less concern today to make the appreciation of work as such a focus of major educational effort. Among students the program serves sometimes to de-glamorize many types of work and even to cast question upon the values of work for itself.

Administratively the co-operative program was initially established as a student personnel function, after the analogy of industry's handling of such functions. In the 1959-60 review it was decided to assign the program to the administration of the Dean of the Faculty as basically a teaching function. Actually the idea of educating through the program was fundamental throughout, so this contrast is a matter of the relating of organization to function and is intended to facilitate the interaction between classroom teachers and extramural ones to the enrichment of the efforts of both.

Arthur Morgan had in mind further, as he pioneered the co-operative program here, its service in developing small industries that would employ

Antioch students, earn money for the College, provide enlightened businesses serving the public, and train students as "generalists." In practice this emphasis was less realized than hoped even in the beginning, but today it has largely disappeared from the program, though Antioch graduates do continue to found small businesses. Then, as recently, the personal interests of students played a larger role in the choice of extramural learning opportunities than the educators desired (for example, concern to be near a boy friend, to be near home, to get away from home, to earn more money than the most educational job yields, or to see a new part of the country). A slightly different emphasis in the early co-operative program was that upon the value of thinking and then doing in accordance with the outcomes of the thinking. This emphasis related to Morgan's concern that the student design his life, choose his purposes, and act accordingly. This emphasis is probably weaker today than at the inception of the program.

From the beginning it has been part of Antioch's philosophy that the choice of a student's environment and his deliberate attention to that environment in the context of his studies can be potent educational means. If any change has occurred in this respect, it has been in the direction of attempts to design the exposure of students to contrasting environments in a more deliberate way to produce the maximum educational gain.

The primary outcomes of the Carnegie Study with respect to the extramural program have been four: (1) clarification of the conception of its functions and of methods appropriate to those functions; (2) research on possible ways of exploiting the interplay between on- and off-campus experience, and dissemination of this knowledge through the College; (3) involvement of numerous faculty in projects aimed at realizing these possibilities, and (4) reorganization and renaming of the department operating this program, and transfer of its administration to the office of the Dean of the Faculty. Steps (3) and (4), which were taken during 1959-60, are intended also to open the way for a clarified and deepened commitment to the program.

Among the summer, 1960, projects being undertaken by faculty members are the development of several course and field syllabi defining recommended extramural opportunities, exploration of research opportunities for seniors on extramural periods, development of materials to prepare students for cross-cultural experiences, visits to European centers to evaluate learning opportunities as they relate to our curriculum, and preparation of audiovisual materials for the orientation of students to the extramural program.

A portion of the clarification of conception of the extramural program took place in 1957-59 in the definition of its functions in general education. The faculty declared at that time:

> The potential of co-operative employment for vocational exploration and professional development is obvious and is widely acknowledged. Antioch is equally concerned with the student's use of his work periods for purposes of general education: for his personal growth, for his fuller understanding of the social and physical environment, and for his effectiveness in becoming a contributing member of his

community. Professional education and liberal education so conceived are integral to one another, and the thoughtfully planned alternation of work and study experiences enhances both.

Antioch deliberately plans co-operative experience that will both extend what the student learns in the classroom and give him knowledge that cannot be gained from books alone. These opportunities are to be found not only in the jobs themselves, but also in the personal associations, the institutional settings, and other aspects of life of the communities in which the jobs occur. Knowledge gained in the classroom can be related to these situations, people, places, and experiences; and conversely, experiences of the job period can be examined, evaluated, and interpreted during succeeding study periods in the classroom, in advising sessions, and in conversation with other students. The student is thus able to bring back to his studies a greater maturity and appreciation born of direct experience—experience with the values, the needs, the knowledge, and the ways of life of a variety of people and organizations. . . .

The planning and evaluation of a student's program should always take into account his individual needs and purposes. Experience has shown, however, that certain educational values inherent in the program are best realized if there is some degree of diversity in each student's co-op experience while at Antioch. The values of diversity must be balanced against the need of each student to achieve some depth of experience as well, through his spending more than one period with the same employer, or through his progressing to jobs of more responsibility. To gain most from his co-operative experience, a student must also learn to profit from the routine and the unpleasant in jobs and job situations.

Therefore the faculty **recommends** that:

A. The student have job experiences in **two** or more communities differing from each other and **from his home community** in

1) size and character (rural, urban, small town) and
2) one or more of the other major facets of its cultures: social, economic, ethnic, religious, or regional character.

B. There be diversity in the types of employing organizations for which the student works, in respect to all three categories below:

1) size,
2) product (commercial or business services, social-educational services, fabrication of industrial or consumer goods),
3) status as profit-making, non-profit, or governmental.

C. The student seek variety in the jobs themselves in respect to the degree to which he is supervised, degrees of responsibility he carries, and extent to which he works essentially alone or as part of a team.

We anticipate that the commitment, faculty projects, and administrative measures set going this year will generate further changes in the specifics of the extramural program. These developments are essential if the program is to produce the educational gains called for by the new conception. Also adopted, with the recent resolutions on the extramural program, was a further application of the four-quarter calendar that places heavy reliance upon the extramural program in the early college years by eliminating the opportunity for freshmen to study on campus three successive quarters.

IV. THE WORLD IS OUR CAMPUS

ANTIOCH EDUCATION ABROAD

Our world is becoming smaller and more interdependent. Antioch believes that exposure in depth to the experience of significant segments of the world is a potent catalyst in eliciting learning from books and teachers. The inauguration of Antioch Education Abroad (AEA) in 1956-57 should thus have been no surprise. The great problem was to make the enterprise practicable. To this end the College resolved to apply the following design to this program:

1. The programs abroad should provide study, work, and travel to capitalize upon the same variety of educational exposures used in the stateside program.

2. The year abroad should be available, at least in some forms, at no greater gross cost than a year of study in this country.

3. To maximize immersion in the foreign culture, students should live with families or in dormitories among students of the country being visited, not in Antioch colonies.

4. To assure needed support for individuals making difficult adjustments in their foreign experience, the College should provide supervision analogous to that provided in our extramural program in the U.S.A.

5. The development of centers should be encouraged where articulation with American studies was good, where we could know the learning opportunities to recommend, and where weekly seminars of Antioch students could be provided. Individualization of work and travel plans should be encouraged, and individual study arrangements should be permitted where needed and practicable.

6. Orientation programs before departure should be provided, and efforts made to capitalize upon the students' foreign experience after their return to campus.

Centers have been established in Besançon (France), Tübingen (Germany), and Guanajuato (Mexico). Antioch students study with Scandinavian Seminars, and helpful co-operation has been provided by numerous other European agencies, including governmental ministries. In each of the last two years, some 125 students (out of some 1175-1275 enrolled) have studied under Antioch Education Abroad.

In 1959-60 this venture was reviewed. The principles originally enacted were warmly endorsed. Numerous small improvements were adopted. The life of the program was formally extended until at least 1964-65, the suggestion being that it then be reviewed again. The Mexican Center, while educationally significant, continues to pose financial problems and needs closer integration with the sequence of campus studies. With the beginning of

1960-61, however, the total budget of AEA, which had been subsidized by foundation grants during its formative years, was transferred to the regular educational budget of the College as a non-deficit operation.

In general, the problems of AEA now are those of (1) getting better student preparation, articulation with campus studies, and follow-up on campus, and (2) improving the availability of AEA's opportunities to students while operating the program without a deficit. The College now enrolls some 75 more students than it would have enrolled (in terms of facilities) without this program, and the potential is considerably more if the difficulties of articulation and availability can be solved.

The faculty now takes a much more discriminating attitude toward programs of study abroad than in 1957. Each department is now in a position to advise about the types of programs of study, work, and travel that it encourages. The impact of students returning from university systems and cultures with different orientations from our own is also being felt in the very appraisal of approaches to a field of study as well as in students' broader perspectives upon our culture. This type of effect means controversy, but the pains are growing pains and are generally recognized as such among faculty and students. This program, now freshly endorsed and supported by a staff now transferred to the administration of the Dean of the Faculty, seems sure to become a permanent part of Antioch. The task of refining and extending it is the one now occupying our energies.

With the restudy of AEA we also attempted in 1959-60 a fresh examination of our provisions for foreign students at Antioch. The resulting "new look" is one of sharper concentration of energies and clearer definition of purposes than prevailed before. In brief, short-term programs (study and work) are restricted to European students and others from cultures relatively like our own, students most likely to profit from brief, non-degree programs. In longer programs we have resolved to concentrate upon English-speaking Africa in order to maximize both our value to the non-American world and its impact upon us. Our financial resources fall far short of our programs' potential worth in both the short- and long-term programs for foreign students.

V. THE BEAR PIT

THE COMMUNITY PROGRAM

An Antioch faculty member of the College's Administrative Council some years ago spoke of an experience in the community's self-governing affairs as like being in a "bear pit." The Administrative Council had called in question the adequacy with which the Community Council was discharging its delegated function of providing a creative and responsible community living situation. Some 50 per cent of the resident students had attended the meeting, and impassioned speeches had been the order of the day.

Antioch has no *student* government. The *community* government idea had its start late in the Arthur Morgan administration, and President Algo Henderson developed the concept of the community as an educational laboratory in democracy. Both the effectiveness of this arrangement for governing and its merits for education have repeatedly been under sharp question since. In 1957-59 the Educational Policy Committee, with assistance from Community Government, looked into the bear pit and other activities of the community life of the College and recommended a more deliberate effort to exploit their educational potential. The faculty agreed to this, though with less unanimity than to any other major decision proposed during this study. The reluctance revolved not around the question of whether students should continue to share heavily in College government, but around the question of whether deliberate efforts to design the educational use of this experience would improve its effect. The follow-up on this agreement has been weak. No new effort was given to this matter by the Educational Policy Committee in 1959-60, but the President plans to give it primary attention in 1960-61.

The degree of student participation in government at Antioch is unique in American education. In contrast to many institutions in which student concerns are generally brushed aside or grudgingly granted (at least in part), Antioch makes decisions that tend to be constantly informed, qualified, amended, and (we believe) improved in quality by the acceptance of student counsel as a respected component in decision-making at every level short of the Board of Trustees. Student concern reaches the deciding councils early in deliberations and can initiate deliberations before grievances become large. In educational policy student influence tends to be conservative (that is, reflecting reluctance to undertake major change). In matters of social mores, student influence tends on the whole to be radical (that is, to accord more individual latitude to act on personal judgment than is approved in the environs). The use of extramural settings as a regular locus of learning encourages Antioch to accord autonomy to its students in the conduct of their affairs from the outset. It also presents a unique problem for an institution that in Yellow Springs is viewed as serving *in loco parentis* and that everywhere else in the world is clearly not *in loco*. On the whole the executive function in government here appears to demand more maturity and skill than the legislative (where, for one thing, faculty and more mature student judgment temper action). Antioch's main problems with student participation in self-government appear to be in the execution of policy where unskilled administrators encounter adolescent non-co-operation.

In the present study students have served on all major committees and subcommittees. This fact reflects the unaltered commitment of the College to its general pattern of community government. While we struggle with, and even complain about, the problems of students' growing to the adult responsibilities with which they are being challenged, we do not propose to exchange them for an arrangement that ignores the problems or accepts the level of student maturity as an unsuitable object of concern in higher education.

VI. THAT SINGLE INDIVIDUAL

THE INDIVIDUALIZATION OF EDUCATIONAL PROGRAMS

In a typical entering class of Antioch freshmen of the past four years, about 75 per cent graduated in the upper quartile of their high school classes. On the average the 1959 freshmen scored 578 on the College Entrance Examination Board's verbal ability test and 565 on the mathematical aptitude test. The 1960 scores are 602 for the verbal and 587 for the mathematical, the first striking change in entrants' ability level since 1947, though a gradual but steady improvement has been apparent for the past five years. In a review of admissions policy concurrent with this Study, the Admissions Committee and the Administrative Council endorsed the policy of maintaining the admission standards at a point not below those for 1956, even if doing so should mean reduced intake. Still open for decision, now that the College's selective power is improving, is how far the emphasis upon measures of intellectual aptitude will be pursued.

It might be argued that Antioch needs no program for its abler students, for by some standards all of its students are "abler." Moreover, as indicated already, the degree requirements may be met in a variety of ways. It has also been part of the lore of Antioch that no matter what the regulations are, one can petition for an exception in the best interests of the individual. Likely as not, the rumor goes, the exception will be granted. Kierkegaard, with his protest against "systems of philosophy" and orders of bureaucracy would have approved this stress upon "that single individual." The Antioch faculty, however, has expressed in this Study two objections to earlier conditions: (1) in our concern to help our relatively weakest students to meet our demands, we were giving the ablest less stimulus and attention than their optimum development required; and (2) while individualization of programs to make the best use of students' abilities, interests, and backgrounds was desirable, it must be held in check by good judgment on the individual's needs and by consideration of the needs of the College and the surrounding society.

In 1957 the faculty, on recommendation of the Educational Policy Committee, promulgated a policy and procedure for improving our provisions for our ablest students. The provision fell on evil days after a year of relatively smooth sailing, and came up for fresh debate. As the year 1959-60 was closing, the Administrative Council adopted a new definition of policy for abler students. This policy abandons the use of specific weighting of criteria of "abler" or "ablest" students, provides for a committee to determine whether applicants for exceptional opportunities are able enough for effective use of the specific type of opportunity proposed, and invites both faculty and administrators to propose and initiate specific educational opportunities for individuals or groups of abler students where they seem needed. The Director

of Educational Research is to undertake to inform faculty more widely about existing programs that might have promise for adaptation to our purposes.

While special attention was being given to Antioch's ablest students, a two-year review was also made of the policies and program for advising and counseling all students. Though the existing policies of the College were endorsed, suggestions were made for improvements in orientation of advisers and in development of services. A special study was made of the needs of foreign students, of the second-year student who falls between our intensive freshman counseling program and the close ties achieved by the third year between field advisers and concentrators, and of the residential arrangements as they bear upon counseling needs.

It may seem strange that in a study of educational policy so much attention should be given to advising, orientation, counseling, and other personnel functions. Yet both the selection of learning objectives and achievement on them are deeply affected by students' personality development, the possibility for coping well with disturbing life experiences, their self-acceptance of their own limitations and potentialities, the quality of their motivations, and other emotion-laden factors commonly regarded as beyond the academician's responsibility. If a college treats the development of the whole man as its concern, as does Antioch, the creation of a good life and not simply of a good classroom setting is imperative. It was agreed in this study that therapy for abnormal personalities may not properly, except in a peripheral way and on a temporary basis, be a function of the College. On the other hand, the provision of a healthful and dynamic climate of personal growth is integral to our educational concerns.

VII. WHO'S RESPONSIBLE FOR LEARNING?

INDEPENDENT STUDY

Learning that has depth and penetration cannot be merely applied externally. It must involve the student's active appropriation and integration into his perspective of facts, concepts, methods, and points of view. It requires selection, analysis, criticism, and resynthesis of ideas. It is difficult, and thus demands interest and hard work. To pursue it with growing appetite and increasing effect, one must become a relatively autonomous learner: setting his own objectives, selecting his methods, and finding appropriate resources both for pursuing the learning and for evaluating its progress. The facts, the rapid changes requiring us all to keep learning after college, and the anticipated scarcity of teachers of competence—all accentuate the need for students who are autonomous learners. The greater the pace of change in the world, the more urgent becomes the need for skill in and commitment to independent learning. In the course of our experiments with independent study at Antioch, we have become clearer about this need, less doctrinaire about methods, and

more involved in the effort to clarify the objectives of autonomy in learning and to find diverse ways to realize it with different students and in different contexts.

In the course of four years, with the aid of grants from the Fund for the Advancement of Education, some twenty instructors in ten departments and over twenty-five courses have participated in independent study experiments. Others have made more informal sallies into this frontier. In 1959-60 eight teachers in eleven courses were active in formal experimentation. During this year, the awareness of the tie between independent study and off-campus educational experience (co-op jobs, foreign experience, community exposures elsewhere) has become sharpened to the point that the faculty could formally endorse efforts to make the most of these possibilities. Mrs. Ruth Churchill, College Examiner, has prepared her doctoral dissertation on the experiments of 1956-58.* A report on the years 1958-60 is nearing completion. A handbook for independent study and a moving picture on independent study at Antioch are planned for production in 1960-61.

Experiences in taking adult responsibilities have been a key educational instrument at Antioch since at least 1920. The idea of educating for autonomy and capacity for responsible freedom is central to the use of extramural experience, the foreign study program, the honor system, and community government as well as to the recent upsurge of interest in independent study. Some of our evidence suggests that effectiveness in independent study may relate more closely to certain qualities of personality than to level of academic aptitude. It also seems likely that to try to cultivate responsibility and independence in classroom relations while neglecting or suppressing their culture in other relations is to work at odds with oneself. The direction emerging from the current restudy of Antioch is one of giving consistent expression throughout College life to the concern for developing responsible autonomy.

VIII. PROFESSOR—COACH OR STAR?

THE IMPROVEMENT OF TEACHING

If learning is our primary business, the encouragement and guidance of learners is the professor's primary function here. If his function is so defined, is the classroom his sole critical sphere of activity and responsibility? In his classroom functions, need he or should he appear so often? play the same role time after time? use so restricted a range of methods and tools as he customarily does? relieve students as much as traditionally of the responsibility for learning and for defining its objectives and methods and for policing its accomplishment? If learning is the central aim, can he rest as content as he

*Ruth Diez Churchill, **Evaluation of Independent Study in College Courses**, doctoral thesis (U. of Minnesota, 1960).

has with wasteful use of his talents, with being cast in roles that do not use him at his best, or with inefficient use of his students' time and means? Must it be assumed that each teacher knows best how to teach and how many he can teach? To all of these questions the answer of this Study has been negative. The answer would doubtless have been negative before or without the Study, but the Study has brought the questions into the foreground of consideration.

The negatives do not supply a positive program for improvement of teaching. Mere reduction of classroom contact with a teacher does not assure increased student autonomy; some students become more dependent and helpless as a result. Nor does increase of student autonomy automatically assure more learning on easily measurable objectives or more attention by students to the subtler and more significant objectives of higher education. Doubtless the best in learning will be elicited when the students' own commitment, interests, and energies are enlisted and when the competencies of the faculty are engaged at the appropriate points of need. But to achieve these conditions is an art in which, as teachers, we have much yet to learn both about the dynamics of learning and about the management of learning opportunities, settings, and resources. The Carnegie Study of the Antioch Educational Program has provided a series of teaching workshops in which these ideas have come to the fore and been explored. It has stimulated attempts by non-workshoppers to adapt the participants' findings to other applications. It ended in a June, 1960, meeting with a faculty request to the Dean of the Faculty that his office make a concerted effort in the upcoming years to increase the quality and efficiency of teaching at Antioch by both administrative measures and by encouragement of teachers with ideas to try.

The concern for improvement of teaching was also reflected in the faculty's action in instituting in 1957 a program of studies leading to the Master of Science Teaching degree. This program, supported throughout by National Science Foundation grants, began with evening courses for high school science teachers in this vicinity during school terms. A summer session was added in 1958. The first graduates under the program are expected to receive their degrees in 1961. The program serves many more teachers who will not complete degrees here. It is established for the period of special need only. The evening program was discontinued in 1960. The offering is not viewed as altering the long-standing focus of the College upon undergraduate education, occasional master's degrees having been awarded here over the years.

Learning is something that in the last analysis the student himself must do. Yet the quality of teachers we attract and the encouragement we give to their scholarship and effectiveness as teachers are indispensable if students are to get the needed stimulus and guidance. At the same time that the Study has encouraged faculty to try to get increased student learning with more flexibility as to the number of class-hours contact with teachers per week, efforts have been made to lighten faculty load. The calendar changes gave

faculty a teaching year (as distinct from working year) of nine months instead of ten. A restudy and redefinition of faculty load policy (1957) set a goal for non-laboratory courses of reducing average load from 12 to 10 credit-hours per quarter, and asked for such management of committee and other duties as would reduce the fraction of faculty effort going into those functions without detriment to their performance.

Concurrently with these changes, the College has begun merit competition for full-year sabbatical leaves at full pay. Salaries have also been increased, on the average, by some 50 per cent in five years. Retirement income provisions have been strengthened, and certain fringe benefits (funds for travel, funds for research, provision for major medical insurance at College expense, and the like) have been added or improved sharply.

The improvement of physical facilities for learning has not been a major emphasis of the Carnegie Study. In the teaching workshops we have worked for the best use of what we have, especially in library, laboratory, and audio-visual equipment. On the whole, however, less imagination and care have gone into the design and equipment of classrooms and other physical facilities for learning than have been given to, say, the construction of dormitories. Worst of all, a survey made in 1959 indicated that few faculty members were concerned with this problem. A most significant exception in terms of both faculty concern and care in design, was the addition in 1954, provided for by President McGregor, of the Olive Kettering Memorial Library. Book use immediately leaped to new highs once this building came into use. During each of the past two years, there has been a further 30 per cent cumulative increase in book use, which is presumed to reflect shifts in teaching method as well as improvement of facilities and increased numbers of users. Offices and classrooms have been added or remodeled in the Horace Mann Building, the Social Science Building, the Community Union, the Theatre Arts Building, and the Main Building during the past five years. Further laboratory and office space is now being provided in the fourth floor addition to the Science Building.

As a result of the work of the Subcommittee on Improvement of Teaching, a Library Committee was established in the spring of 1959 and continues a study both of policies of the library and of book needs. The Subcommittee also urged the College to continue provisions for teaching workshops during and outside of the regular teaching year, endorsed efforts to revise the co-op paper syllabus to encourage liberal arts field studies by students on jobs, and advised with the Dean of the Faculty about improvements in our methods of evaluating teaching.

The faculty also requested a stronger attempt to orient new faculty members to the complexities and novelties of Antioch teaching and learning processes. The Administrative Council (composed predominantly of faculty) felt ready in this context to request the administration to admit a student body 25 per cent larger by 1962-63 with an increase of not more than 10 per cent in the basic teaching manpower employed.

It cannot be accurately said that the Antioch faculty is enthusiastic about redefining the role of professor. It can be said that the studies of the past five years have forced to faculty attention the necessity of such appraisal and have found an understanding response and a resolution to get on with the job. Plans for the next few years include one for major attention to faculty development, and particularly to in-service efforts to improve teaching.

IX. YOUR "FACTS" ARE OUT OF DATE

CONTINUING EDUCATION

The "facts" and even the key organizing concepts of many disciplines are undergoing such rapid change today that to be educated one must keep learning as was never before the case. Moreover, the complexity, diversity, and interdependency of societies require a sophistication in leaders, a diversity of training and skills in productive personnel, and a perspective and perception on the part of intelligent citizenry that are unprecedented. In response to these conditions, Antioch ventured in 1957-58, with financial support from the Fund of Adult Education, to formalize and expand its work in continuing education. In the ensuing years a number of pioneering ventures have been tried. A portion of them have succeeded.

Both successes and failures have contributed to development of a more specific definition of the services Antioch can best render in continuing education. Notable among these is assistance to other communities and institutions in establishing and vitalizing adult education programs. Work with Ohio groups in Preble County, Dayton, Xenia, Washington Court House, Fairborn, and Springfield underlies this judgment. The institutions of promise have included a YMCA, another college, public schools, and service clubs (notably the Lions International). Some novel types of workshops and seminars give promise of continued success: writing and publishing seminars in the summer, Commencement seminars (for seniors, parents, and alumni), and certain types of experimental seminars for selected adult clienteles. In the adult evening program (175 courses over 5 years with some 2,367 registrations) the introduction of family courses and the use of student apprentices in teaching older adults have met good response. The science teacher education program supported by the National Science Foundation has proved outstanding for its purpose. Radio Station WYSO has been equipped to reach a potential audience of 500,000 people. Its experiments with listening groups and audio-courses have met with mixed success, and it continues to seek more significant functions for which it can obtain listener response. An exploratory effort in research on motivations of adults in adult education courses is in an early stage. The continuing education program continues to be one in which heavy investment with uncertain returns is necessary in recruiting, administration, and development efforts.

Antioch continues to seek an answer to the questions: What types of continuing education are appropriate to this particular small liberal arts college? How can our concerns for the continuing intellectual and personal growth of persons be reconciled with our financial resources and the need for concentration of effort upon the task of undergraduate education? These questions are scheduled for full review in 1960-61.

X. BUILT-IN GROWTH

RESEARCH AND EDUCATIONAL DEVELOPMENT

A major factor in the initiation of the Carnegie Study of the Antioch Educational Program was the suspicion that we were changing, but not purposefully. We were growing somewhat in numbers of students served, but the question was, were we clear any longer as to the function of Antioch educationally, the directions it should be taking, and thus the criteria in terms of which to assess proposed changes? Did we know whether the things we were doing produced the results we intended? Had we the proper mechanisms for getting new ideas considered, adopted, and put into effect if they fitted our chosen ends? We did not know.

We still do not know, not as we would like to know. But we have a way of finding out, in part. The working out of this way has been one of the major contributions of this Study. This way is a matter of processes: processes of consulting that produce a decision within reasonable time, processes of self-study and research that throw light on the appropriateness of our chosen means to our purposes, and processes of administration that assure follow-through on the decisions taken.

1. *Policy Formation.* The forms of effective democratic decision-making are legion, and some of them were found and followed at the very beginning of this Study (as related in the first Progress Report). The spirit of them all is one of genuine inquiry, one of respect for the insights and experiences of all participants in a decision, and one of readiness to act upon what emerges as the best judgment of the community. With the inauguration of President Dixon came a reaffirmation of this spirit and an impetus to apply it to further "tough nuts" of the Antioch program: the co-operative program, the continuing education program, and the use of the community as a laboratory in democracy. The co-operative program came under scrutiny in 1959-60 for the second extended look of this Study. The other two have their second turns this year.

2. *Research and Development.* Support has emerged for institutionalization of regular research and internal studies as an aid to improvement of the College and service to higher education. This idea, endorsed by the College a year ago, is expressed for the first time in the budget for 1960-61, in commitments of the College's own funds. An Office of Educational Research was

established (Samuel Baskin, Director) in 1958-59. It now serves both the function just described and that of stimulating Antiochians with bright ideas for the improvement of higher education to pursue those ideas in some practical way.

The studies undertaken and co-ordinated by the Educational Policy Committee and the Office of Educational Research have ranged from carefully controlled experiments to brief informal surveys designed to aid decision-making. Among the more significant studies (described briefly in reports of the Carnegie Study and in separately duplicated special reports) are the following:

Controlled experiments on independent study: 1956-57, 1957-58, and 1958-60
Study on the use of undergraduate assistants in the teaching of mathematics
Studies on an experiment in language instruction, 1958-59, 1959-60
A study of the student's first off-campus work experience
The "Three Groups Study" on the progress of students of three ability levels through Antioch's program
Studies of Antioch Education Abroad
A study of the educational possibilities of interaction between on- and off-campus experiences
A study of student load and the uses of student time, together with a study of pressures and tensions operative under two calendars
Studies preliminary to the adoption of two calendar changes
A study of faculty and student evaluation of the relative merits of terminal (complete in one quarter) courses and split (completed after an intervening extramural period) courses
A survey of existing policies and practices in fields of concentration
Studies of class size, number of courses taken by students at one time, and productivity of departments
A study of the achievement of Antioch students in general education under the pre-1957 and the post-1957 programs (incomplete until first graduates under new program have finished)
A study of faculty and student views on the co-operative program

During this self-study, two significant studies involving Antioch have been under way under outside auspices: The Study of Co-operative Education, under the chairmanship of Ralph W. Tyler (summary of results released by the Edison Foundation on May 25, 1960), and the Study of the Selectivity and Impact of Colleges conducted by the Center for the Study of Higher Education, University of California at Berkeley, still in progress. During the summer of 1960, some 21 projects involving a total of some $4,000 in grants to a total of 26 faculty members are under way. Most of these efforts relate to improvement of instruction, and most of them involve efforts to exploit more fully the interplay between off-campus experience and on-campus studies.

3. *Application of Policy*. Major administrative effort has been given by college officials throughout the study to following through on policies and programs adopted. Several organizational changes have occurred as a consequence: the reorganization of curricular area faculty; the introduction of a General Education Committee; creation of offices of Antioch Education Abroad, Continuing Education, Educational Research, and Associate Dean

of the Faculty; and the transfer of administration of the extramural and education abroad programs to the Dean of the Faculty. These efforts to make organization follow policy and function are regarded as crucial indicators of serious intent to give effect to decisions reached during the Study.

XI. THE PROOF OF THE PUDDING

THE ACCOMPLISHMENTS OF ANTIOCH STUDENTS

College examiners and consultants are familiar with the fact that few colleges can produce evidence as to the accomplishments of their students on the declared objectives of the institutions. We are typically long on hopes and claims and short on evaluation of them. For over two decades Antioch has tried, for its own purposes at least, to evaluate its "end product" in such ways as were within its means. This Study has centered its research efforts primarily on evaluation of specific projects and changes. Nevertheless, as indicated, some over-all estimates of results have been attempted, both within the college and by outsiders.

Three studies (Knapp and Goodrich, in *Origins of American Scientists*; Knapp and Greenbaum, in *The Younger American Scholar*, and David Johnson, in "An Analysis of the Productivity of American Liberal Arts Colleges") have placed Antioch among the top ten producers of scholars relative to number of graduates. The Philip Jacob study, *Changing Values of College Students*, sums up evidence bearing particularly upon the apparent effectiveness of the College in stimulating students to reconsider and amend their attitudes and values. Professor Everett Wilson of Antioch has just completed a study of seniors' perceptions of changes in themselves and of the change agents at work during their tenure at Antioch. This study reinforces the impression that the Antioch student is affected by the college experience in his attitudes, personality, and life philosophy as well as in the intellectual and vocational domains. The Wilson study also indicates that peers, work experiences, experience abroad, and other factors exert, in total, a larger perceived effect than professors, courses, and books. The Study of Co-operative Education yields a similar general estimate of the impact of co-operative education upon both academic and non-academic learning efforts. The graduates of Antioch rank very high (among the top five colleges using these tests) in their scores on the Area Tests of the Graduate Record Examinations.

As indicated earlier, there is evidence that Antioch is now selecting a somewhat abler group of entering students than in earlier decades. There is also evidence that during the Carnegie Study standards have been raised. Remedial studies in English communication and in mathematics are no longer treated as college level work or accorded credit. A check of student writing a year or more after completion of Level I requirements was instituted by faculty action of March, 1957. The study of student use of time yielded

two striking figures: In Fifth Week of a spring quarter students averaged some 54 hours a week in study and classes; in Tenth Week of that quarter they were averaging 59 hours, about 5 per cent and 10 per cent respectively above course load expectations. The introduction of second- and third-level general education courses represents an upgrading of expectations in general education. The introduction of opportunities to study and work abroad has sharply increased the challenge to students in their use of foreign languages. In frank moments students mourn the demise of the few easy courses with which they could round out an otherwise tough program.

Complex as are the objectives of Antioch and difficult as achievement on them is to measure, the indications we have are that our continuing efforts to stimulate growth and learning in students are well rewarded. We shall look forward to further studies that will define this growth more precisely and give us clearer evidence on which to continue improving the College.

POSTSCRIPT

The remaining work of the Carnegie Study is that of follow-up studies on the functioning of the policies and programs that have been adopted. The details of this work have been indicated in the text of this report. The study has resulted, however, in so many changes expressed in the budget, organization, and program of the College that it seems inappropriate to close this report without referring to the next steps in policy and program development that seem imminent.

The major emphases in new research and in program development for 1960-61 will probably be in three areas: improvement of teaching (with attention divided between orientation of new faculty and in-service development of more experienced faculty), preparations for inauguration of the four-quarter calendar and two-college plans by summer of 1961, and development of the educational uses of the extramural program. Policy reviews are anticipated on continuing education and on the community living pattern of the campus.

MORRIS KEETON
Director of the Study
August 12, 1960

NOTE: Morris Keeton is Professor of Philosophy and Religion and Associate Dean of the Faculty at Antioch College.